



Pupil Premium Strategy Statement

Responsible Person	Mrs E Clarke
Date Created	October 2024
Date to be Reviewed	October 2027

Pupil premium strategy statement Trawden Forest Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Lisa Stinchon - Headteacher
Pupil premium lead	Emma Clarke
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,575
Recovery premium funding allocation this academic year	£0
Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£51,575

Part A: Pupil premium strategy plan

Statement of intent

At Trawden Forest Primary School we believe that every child matters and every moment counts: all of our school community believe in all of our children and we have the highest expectations for them with a focussed approach to overcoming barriers. At Trawden Forest Primary School we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Trawden Forest Primary School Key Priorities are:-

- To remove barriers to learning created by poverty, family circumstance and background;
- To narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts;
- To ensure that all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum;
- To develop confidence in their ability to communicate effectively in a wide range of contexts;
- To enable pupils to look after their social, emotional and physical wellbeing and to develop resilience;
- To access a wide range of opportunities to develop their knowledge and understanding of the world.

The Education Endowment Foundation and the EEF Toolkit play a key role in our spending plans for Pupil Premium.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The majority of our disadvantaged pupils do not achieve as highly as non-disadvantaged pupils in reading, writing and maths by the end of KS2.
2	Speech, language and communication skills are less well developed by disadvantaged pupils when starting school in our EYFS class.
3	Improve behaviour and attitudes towards learning to improve outcomes
4	There are barriers to learning for some disadvantaged pupils due to home and family circumstances. A challenge we face is ensuring that they are socially, emotionally and physically healthy.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improvements in outcomes in reading, writing and maths by the end of KS2.	The attainment gap will have narrowed between disadvantaged pupils and other pupils at the end of KS1 and KS2. Disadvantaged pupils will achieve in line with national expectations for reading, writing and maths by the end of KS2.
Improve spoken language outcomes at the end of Key Stages 1 and 2.	Children will value their own opinions and be able to express them to others. Children will respond appropriately to what others say, challenge each other's opinions and develop their own reasoned arguments.
Behaviour for learning improves outcomes for children across school.	Low level disruptive behaviours across school will improve in all key stages
Children have access to enrichment activities across the curriculum.	Identified pupils will demonstrate good social and emotional regulation in school. Pupils will also understand the importance of physical health. Behavioural issues and concerns will decrease and will not occur on a regular basis.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £24,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Development NPQSL x 1 (£2,500)	National Professional Qualifications give teaching staff high quality professional development. Research shows this has a significant impact on teacher's performance and practice. Evidence also shows that offering effective professional	1 & 2

<p>Instructional coaching for staff (Release of Acting Deputy Head £4,400)</p>	<p>development is key to retaining great teachers.</p> <p>Receiving instructional coaching has been shown to have much more of an impact on teachers' performance of specific classroom practices than teachers simply reflecting on what went well and what could be improved (Cohen et al., 2020).</p>	<p>1&2</p>
<p>Implement cognitive science in the classroom. EEF research & Guidance Papers on Cognitive science in the classroom (inhouse training SENDCo release time approx. £2,800)</p>	<p>EEF Cognitive Science: These strategies have high levels of impact with an average of an additional 4 months progress being made.</p>	<p>1</p>
<p>Training for teachers to incorporate oracy across the curriculum, enhancing speaking and listening skills in pupils (1,500)</p>	<p>Workshops based on the EEF's recommendations can improve classroom dialogue and pupil engagement. Research by EEF suggests that explicit teaching of speaking and listening skills can enhance oracy and subsequently literacy skills.</p>	<p>1,2 &4</p>
<p>Behaviour management training for staff to ensure consistent and effective behaviour policies (900)</p>	<p>The EEF emphasises that well-trained teachers are crucial for managing classroom behaviour effectively, which in turn fosters a better learning environment.</p>	<p>1</p>
<p>Develop the curriculum to incorporate wellbeing education, using resources aligned with Public Health England – approximately £3,000</p>	<p>Incorporation of wellbeing topics has been supported by EEF findings to contribute to better overall student health and academic performance.</p>	<p>32</p>
		<p>3&4</p>
		<p>4</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £13,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum Resources		1 & 2
Bug Club guided reading scheme (£1,500)	Research shows that effective schemes with detailed pedagogy significantly impact on children's ability to learn and remember.	1
Ed Shed Spelling scheme (£3600)	Structured and consistent teaching of spelling and etymology impacts significantly on pupil's academic success. (EEF)	1
Targeted KS2 Revision Classes over 3 half terms – additional hours for 3 teachers and two Tas – (6,500)	Implement additional classes for Year 6 pupils focusing on core subjects, employing materials and teaching methods proven to boost attainment – such as those recommended in EEF's Toolkit.	1 and 2
Assessment INSIGHT Whole school Assessment (£1230)	EEF effective feedback: Feedback studies show a high level of impact when implemented consistently and effectively. Research shows formative feedback can on average help pupils make an additional 8 months progress. EEF Teacher Feedback to Improve Pupil Learning	1
Targeted Support for Vulnerable Pupils (TA - £4,600)	Provide counselling and mentoring services for pupils with significant emotional, social, or physical challenges, enhancing their school participation and retention, supported by evidence from EEF on the effectiveness of mentoring.	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
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One-to-One and Small Group Oracy Interventions TA training and cover £1,200	Provide targeted speech and language support for pupils who need additional help, using intervention programs like the Nuffield Early Language Intervention, which has demonstrated significant improvements in children's language capabilities.	2
Support programmes that focus on SEL to help children develop critical social skills, reduce anxiety and behavioural problems. (£6,800)	EEF findings indicate that SEL programmes can positively impact pupils' emotional and behavioural health.	3&4
Breakfast Clubs and Sporting Activities: (£3,500)	Establish or expand breakfast clubs that provide nutritious meals, linked with improved concentration and school attendance. Sporting activities, endorsed by EEF, benefit both physical and mental health, fostering teamwork and discipline.	3&4
Extended school time Additional TA hours – approximately £2,100	Implement after-school tutoring, homework clubs focused on literacy and numeracy. EEF findings suggest that extending school time provides vital extra hours for reinforcing learning, potentially adding two to three months of academic progress per year for participants.	1 and 2
Outdoor provision to enhance physical and mental wellbeing. £7,000	Develop playground areas to allow children to have enhanced learning outside. EEF evidence shows an increase in mental wellbeing when physical activity is used.	

Total budgeted cost: £51,575

Evidence shows that using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)

EBacc entry data for secondary schools

Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils

Information from summative and formative assessments the school has undertaken.

School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.